

**THE INFLUENCE OF DIGITAL PORTFOLIOS TOWARD STUDENTS'  
SPEAKING DESCRIPTIVE TEXT AT THE FIRST SEMESTER OF THE  
EIGHTH GRADE OF  
SMPN 2 ABUNG TENGAH IN THE ACADEMIC YEAR OF 2019/2020**

**(A Thesis )**

**Submitted as a Partial Fulfillment of The Requirement For S1-Degree**

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2019**

## ABSTRACT

### THE INFLUENCE OF DIGITAL PORTFOLIOS TOWARDS STUDENTS SPEAKING DESCRIPTIVE TEXT AT THE FIRST SEMESTER OF THE EIGHTH GRADE OF SMP N 2 ABUNG TENGAH IN THE ACADEMIC YEAR OF 2019/2020

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Based on the preliminary research, it was found a problem that students in learning English, especially in speaking that students was not interested in learning English to speak. The purpose of this study was to determine whether there was a significant influence on the used of digital portfolios to descriptive text of students in the first semester of eighth grade. The research methodology was quasi-experimental. The population of this research was the eighth grade students of SMPN 2 Abung Tengah, 2019/2020 academic year. The researcher applied cluster random sampling to determine the sample. The research sample was two classes consisting of 30 students for the experimental class and 28 for the control class. In collecting data, the researcher used pre-test and post-test. After being given a post-test the researcher analyzed the data using SPSS v.22 to calculate the independent sample t-test. After giving a post-test, the researcher analyzed the data using an independent sample t-test. The researcher reaches the following conclusion: there was a significant influence in using Digital Portfolio media on students' speaking abilities. Because by looking at the data calculation results in the previous chapter, the null hypothesis ( $H_0$ ) was rejected, and the alternative hypothesis ( $H_a$ ) was accepted. This means that the author's agreement was correct, digital media portfolios have a significant influence on students' speaking abilities. There was a significant influence on the used of digital portfolio media on the speaking ability of students.

**Keywords :** *Digital Portfolios Media, Students' Speaking Ability*





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## MOTTO

الَّذِينَ آتَيْنَاهُمُ الْكِتَابَ يَتْلُونَهُ حَقَّ تِلَاوَتِهِ أُولَٰئِكَ يُؤْمِنُونَ بِهِ ۚ وَمَن  
يَكْفُرْ بِهِ ۚ فَأُولَٰئِكَ هُمُ الْخَاسِرُونَ ﴿١٢١﴾

Meaning : "Those to whom We have given the Book study it as it should be  
studied : They are the ones that believe therein: Those who reject  
faith therein, the loss is their own." (Q.S. Al – Baqarah : 121)



## DEDICATION

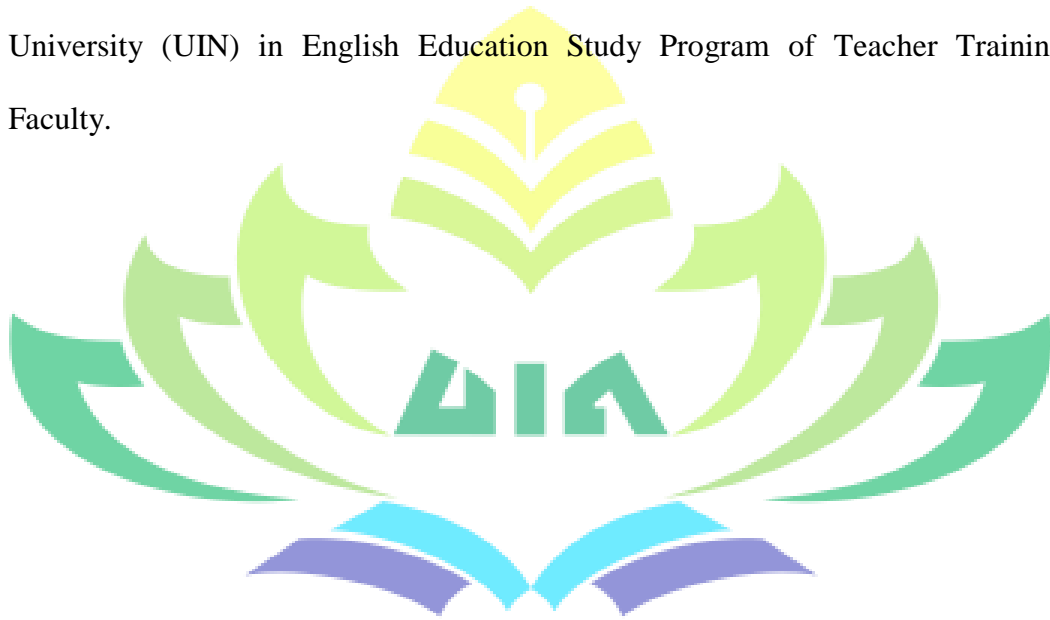
All praise to Allah SWT for his abundant blessing to me, and from my deep heart and great love, this thesis is dedicated to:

1. My beloved parents, Mr. Sahrudin, Ms. Kartini, who always pray for my success, thanks for all the motivation and support in my life, I love you forever, Allah blesses you mom, dad.
2. My beloved brother, Rian Sepriyadi, And who motivated me to succeed.
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5. My beloved sister, Siti Miftahul H.S and Intan Mawarani who always support and guided me to be success in my study and my life.
4. My beloved Almamater and lecturers of UIN Raden Intan Lampung, who have made me grow up and have contributed much for my self-development.

## **CURRICULUM VITAE**

Devi Nofriantika was born on November 15, 1996 in Kedaton. Devi Nofriantika is the second child of Mr. Sahrudin and Ms. Kartini.

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Finally, none or nothing is perfect and neither is this thesis. Any Correction, Comments, and Criticism for this final project are always open-heartedly welcome.

Bandar Lampung,  
The researcher,

2019

Devi Nofriantika  
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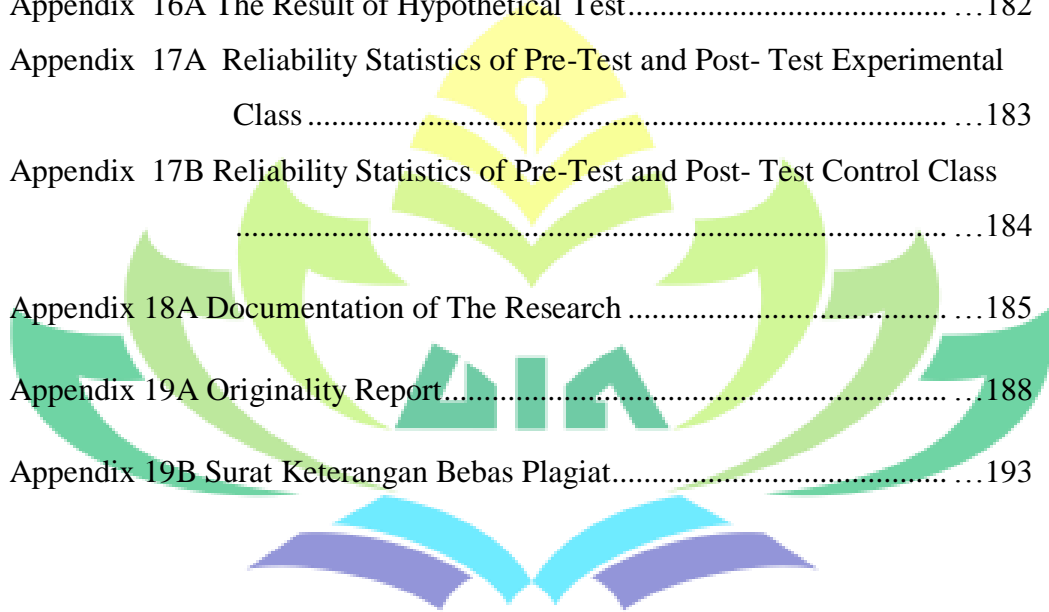




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## CHAPTER I INTRODUCTION

### A. Background of the Problem

Language has a central role in the intellectual, social, and emotional development of students and is a supporter of success in studying all fields of study. Language learning is expected to help students know themselves, their culture, and the culture of others. Furthermore language learning also helps students be able to express ideas and feelings, participate in society, and even find and use the analytical and imaginative abilities that exist within them.

English is currently the most widely spoken language in the world. No language is spoken in more parts of the world than the English language. Without doubt, English has become the language of international business, of information technology, and international research as Björkman, Beyza. stated: “English today is a lingua franca which brings millions together in a wide range of communicative situations in numerous settings for a broad spectrum of purposes”.<sup>1</sup> The statement explained that there are very large number of people with different first languages are communicating through English in business meetings, in conferences and other academic discussions, or sports activities. It is used in a very large number of domains, spoken by millions of people for different purposes. Nowadays, English is an important language used by people in the world. People that they need knowledge to survive the their lives.

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<sup>1</sup> Beyza Björkman, *English As An Academic Lingua Franca: An investigation of Form and Communicative Effectiveness*, Vol. 3, (Boston: Walter de Gruyter, 2013), p. 1

Because of the importance of English as a world language, it has been widely taught in most of countries in the world. Students in Indonesia learn English as a foreign language. At secondary school level, English language subjects aims to have students ability as follows:

1. Developing competencies in communicating in oral and written forms to achieve a literacy level;
2. Having awareness about the nature and importance of English to improve the competitiveness of the nation in global society;
3. Developing students' understanding of the relationship between language and culture<sup>2</sup>.

There is common belief that English is the most critical language that helps to build the foundation for students' successful and rich professional and personal development later in their lives. As learning a language is learning to communicate, so speaking can be considered as one of the most important components of learning a foreign language. But in reality, students typically have either very limited or even no opportunities to practice spoken and interaction in English outside the school context. As for teaching process, pronunciation is a useful basis affecting other aspects of language. For example, pronunciation eases the listening comprehension and enables one to be intelligible during verbal interaction. Furthermore, it also assists learners, especially students, to gain the skills they need for effective communication in English.

Even though Speaking is considered as an important skill that the students should acquire, the teaching of speaking in classroom does not show satisfactory result. Many students fail to reach the goal of learning speaking. They cannot use

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<sup>2</sup> National Educational Standard Board, *Content Standards for Primary and Secondary Education Units*, (Jakarta: BNSP, 2006), p. 123



the language verbally to express meaning in conversation. speaking is one of the four skills that language has. not only English but also other languages. This is the second skill that needs to be known and applied after listening skills. However, when it's time to teach, there are more explanations than practically producing words or sentences from our mouths. In language teaching, speaking skills are explained in terms of direction. It was produced by students to also be considered as a production. So, speak with productive aural / verbal skills. it consists of producing systematic verbal speech to convey meaning. Teaching English is often considered a simple process. Although speaking is entirely natural, speaking is a language other than our language is a simple thing. This expresses the idea that speaking is the main point of interaction.

Based on the results of preliminary research conducted by researchers on students in SMP Negeri 2 Abung Tengah, the majority of students cannot meet the Minimum Mastery criteria for English subjects that have been set. This condition can be seen in the student achievement table in the following table:

**Table 1.1**  
**Score of student's speaking of the Eighth Grade of SMPN 2 Abung Tengah in The Academic Year of 2019**

| No | Students' Score | The Number of Students | Percentage  |
|----|-----------------|------------------------|-------------|
| 1  | $\geq 73$       | 19                     | 33%         |
| 2  | $< 73$          | 39                     | 67%         |
|    | <b>Total</b>    | <b>58</b>              | <b>100%</b> |

*Source : The Score Data from English Teacher of SMPN 2 Abung Tengah in the academic year of 2018/2019.<sup>3</sup>*

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<sup>3</sup>The data of speaking score at the eighth grade of SMP Negeri 2 Abung Tengah in the Academic Year of 2018/2019(doc), unpublished.

The table shows that from the total of the students of eighth grade, there were only 19 students (33%) achieved score above the criteria of Minimum Mastery (KKM) and the rest (67%) had not met the criteria. The researcher assumed that that most of the students still had difficulties to speak English well.

Based on questions that have been given by researchers to students, researchers also found several factors of students' problems in learning English, especially in speaking namely students were not interested in learning English, especially in speaking. Students have difficulty expressing speaking in English. There are students who are not good at speaking English. Some students have difficulty expressing words when they learn English in speaking. There are many students who enjoy learning English provided by the teacher, if the techniques and teaching and learning activities of the teacher are fun and interesting. Based on this explanation, students' speaking ability is low, it happens because the teacher does not use the right technique. In addition, the conditions of students who want a pleasant learning atmosphere in learning English.

At the research location researchers interviewed the interviewees to get information for research at SMPN 2 Abung Tengah and concluded as follows as a results of interviewing The teacher of the Eighth Grade of SMPN 2 Abung Tengah, they complained that although speaking activities occur frequently in their classrooms, learners seldom have the opportunity to learn the skills and strategies and the language to improve their speaking and there was often insufficient teaching of speaking as a language communication skill. Very often, English teachers only asked learners to repeat after them, to memorize an English

dialog or to respond to a mechanical drill, to learn the isolated vocabulary items, to deal with grammar rules, and the like. This case must be solved because it can rise further difficulties to the next speaking lesson if their low of speaking ability is not improved soon. students cannot speak English well and they cannot pass the minimum score of English subject determined of the school.

English teachers of young learners are trapped in teaching about the target language and culture which given an emphasis on the form of language rather than the use of language in contexts. Such a way of teaching is inspired by the utilization of the behaviouristic theory advocating that learning the target language is a matter of imitation and memorization.

The teacher, Mrs Eko Heriyani, S.Pd. said that she used Visual media in teaching learning process. But, that most of the students at the eighth grade have lack of vocabulary and the students became unmotivated in learning English so the students were unable to speak English well.<sup>4</sup> However, acquiring speaking ability can be seen as much more difficult for some students than other skills.

According to Renandya and Widodo:

Speaking involves dynamic interactions of mental, articulatory and social processes. To express a message, speakers need to decide what to say and use their linguistic knowledge to construct utterances and encode this message in sounds and sound patterns that can be recognized and understood by their listeners. They also need to consider the context of interaction and engage their listeners in socially appropriate ways through various linguistic choices and forms.<sup>5</sup>

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<sup>4</sup> Heriyani Eko, An English Teacher at SMPN 2 Abung Tengah. *An Interview*, on Monday, February 11, 2019, unpublished.

<sup>5</sup> Willy A. Renandya and Handoyo Puji Widodo, (Eds), *English Language Teaching Today: Linking Theory and Practice*, (Switzerland: Springer, 2016), p. 145

Based on the description above, it is not easy to improve students' speaking abilities because there are several factors that can cause students' speaking problems; it can be caused by internal factors and external factors. Examples of internal factors are; student motivation, student interest, and student intelligence, while examples of external factors are; economic background, learning materials and teacher performance including their teaching techniques.

According to McCarthy and Carter as quoted by Renandya and Handoyo:

There are compelling reasons why a methodology for teaching speaking today would need to move away from a model based entirely on written language to ensure that the language that foreign language learners develop is natural and reflects the way English is spoken in real-life.<sup>6</sup>

To generate satisfactory feedback, teachers need to apply varied teaching strategies and media through appropriate integration of technology into teaching as mandated in national standards of education processes, that learning must be carried out based on the principles of “the use of information and communication technology to improve the efficiency and effectiveness of learning”.<sup>7</sup> This can mean that effective teachers do not depend on one single teaching style but instead use various techniques and media to reach the largest number of students. Providing a rich learning experience through classroom media keeps students focused and actively involved in learning. based on the syllabus of English learning in basic competence applying text structure and linguistic elements, capturing meaning in descriptive texts oral and written, short and simple. Arrange

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<sup>6</sup> *Ibid*, p. 144

<sup>7</sup> Appendix of Regulation of The Minister of Education and Culture of The Republic of Indonesia No. 22 Year 2016 about Process Standards for Primary and Secondary Education

descriptive texts oral and written, short and simple, with due regard to social functions, text structure, and linguistic elements that are correct and in context. so as to achieve in the assessment of the social function of short and simple descriptive texts the completeness and complicity of mentioning and asking about descriptions in descriptive texts as well as the level of accuracy of grammatical elements, vocabulary, speech, word stress, intonation, spelling, punctuation, handwriting neatness .

Using instructional media to aid teaching and learning is not a new concept. The use of audio-visual equipments, the Internet, and wireless access are commonplace in schools. Digital portfolio is one such approach that could provide teachers with the ability to facilitate some classroom activities. According to Renwick, through digital portfolios, students can improve in their work with the inclusion of digital portfolios when they are thought fully integrated with instruction.<sup>8</sup> Since digital portfolios can be used to document progress over time, they provide many opportunities for powerful learning, because they provide a means to reflect on, facilitate, and document students' individual learning.

One of the most effective use of digital portfolios is it emphasis as the Learning Project. Learning projects provide an opportunity to develop the use of media and technology in the curriculum. Students also have the opportunity to develop speaking and presentation skills.<sup>9</sup>

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<sup>8</sup> Matt Ranwick, *Digital Portfolios in the classroom: showcasing and Assessing Student Work*, (Virginia: ASCD ,2017), p. 2

<sup>9</sup> Henn-Reinke, K.. *Assessment Portfolios for Elementary Students*. (New York: Eye On Education. 2002), p101

Referring to the problems in teaching and learning to speak at SMPN 2 Abung Tengah, the researcher proposed the integration of technology into teaching speaking by utilizing digital portfolios which provide the learners with a pathway to meeting high academic expectations, as well as the autonomy to choose how they will get there. With one way of making some very short and simple descriptive texts about animals and around in English. By training students in the use of text structures and linguistic elements in accordance with the real social functions that are trying to be obtained.

This study has close similarity with a study conducted by Khampusaen and Lao-un<sup>10</sup>, Yastibas and Cepik, and Demirel and Duman who found that digital portfolios are a good way to encourage the use of the target language outside the classroom, their self-assessment, self-reflection and language skills, improve speaking ability, learner autonomy and media literacy skills have positive effects on students' achievement, and positive attitudes towards learning English in general.

Based on the description above, the researcher proposed the digital portfolios to improve the students speaking ability in junior high school. Therefore, based on the background above, the researcher was interested in conducting the research entitled: "The Influence of digital portfolios Toward Students Speaking Descriptive Text at The Eighth Grade of SMPN 2 Abung Tengah in The Academic Year of 2019/2020."

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<sup>10</sup> Lao-un, Jiraporn, and Dararat Khampusaen. "Using Electronic Portfolio to Promote English Speaking Ability of EFL Undergraduate Students." *Proceedings of 14th International Conference on Humanities and Social Sciences 2018 (IC-HUSO 2018)* 22nd-23rd November 2018,



## **B. Identification of the problem**

Based on the background of the problem above, the researcher identified the problem as follows:

1. The students' speaking in English is still low.
2. The students are less in speaking English because they seldom have the opportunity to learn the skills and strategies and the language to improve their speaking
3. There was often insufficient teaching of speaking as a language communication skill.
4. Teachers do not apply varied teaching strategies and media through appropriate integration of technology into teaching.

## **C. Limitation of the problem**

Considering the problem identification above, the researcher focused the problem on the use of digital portfolios and students spoken monologue of descriptive text for eighth grade subjects with the topic: "Animals".

## **D. Formulation of the Problem**

Based on the background of the problem, the researcher states the problem as follow: "Is there any significant influence of using digital portfolios toward students' speaking descriptive text at the first semester of the eighth grade of SMP Negeri 2 Abung Tengah Lampung Utara?"

## **E. Objective of the Research**

The objective of this research is to know whether there is significant influence of using digital portfolios towards students' speaking descriptive text at the first semester of the Eighth Grade of SMP Negeri 2 Abung Tengah Lampung Utara.

## **F. Significance of the Research**

### **1. Theoretical Contribution**

To support the previous theories about influence of using digital portfolios in teaching speaking descriptive text.

### **2. Practical Contribution**

- a) As input for both teachers and students in improving the students' speaking descriptive text through digital portfolios.
- b) As input for other researcher interested about influence of using digital portfolios in teaching speaking descriptive text

## **G. Scope of the Research**

### **1. Subject of the research**

The subject of the research is the Eighth Grade of SMP Negeri 2 Abung Tengah Lampung Utara.

### **2. Object of the research**

The object the research is the students' speaking descriptive text by using digital portfolios.

### **3. Place of the research**

The research was conducted at SMP Negeri 2 Abung Tengah Lampung Utara.

It is located on Jl. Raya Subik, Talang Baru Kedaton, North Lampung.

4. Time of the research

The research was conducted in the first semester in academic year 2019/2020.



## CHAPTER II REVIEW OF RELATED LITERATURE

### A. Theory

#### 1. Speaking

##### a. Definition of Speaking

Speaking is accepted by everyone as an essential language-communication skill. In simple term, speaking can be defined as process of building and sharing meanings of English words through the use of verbal and nonverbal symbols.<sup>11</sup> It can be stated speaking involves language produced that it is generally directed at a specific audience in a face-to-face situation where the speaker deliver or tell his ideas, feeling, situation and thought by using spoken language.

As an essential element in learning a foreign language context, according to Troike, speaking is viewed as a productive language skill that requires prior knowledge of vocabulary, morphology, phonology, syntax, and discourse structures to access words and combine them into phrases, clauses, and text units that longer.<sup>12</sup> The explanation above illustrates that speaking a language is especially difficult for foreign language learners because effective oral communication requires the ability to use the language appropriately in social interactions.

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<sup>11</sup> Thomas S. C. Farrell and Laura Baecher, *Reflecting on Critical Incidents in Language Education: 40 Dilemmas For Novice TESOL Professionals*, (New York: Bloomsbury Publishing, 2017), p. 9

<sup>12</sup> Muriel Saville-Troike, *Introducing Second Language Acquisition*, 2nd ed., (New York: Cambridge University Press, 2012), p. 171

Speaking is a complex skill, as Richards and Renandya stated, that speaking involves not only verbal communication, but also paralinguistic elements of speech such as pitch, stress, and intonation. In addition, nonlinguistic elements such as gestures and body language/posture, facial expression, and so on may accompany speech or convey messages directly without any accompanying speech.<sup>13</sup> It means that an ability to be able to communicate efficiently in English in a way that is both accurate and appropriate is probably the most difficult skill to develop as it involves mastery of different aspects of linguistic and non-linguistic features of language.

Based on the above statement, it can be synthesized that speaking is the process of building and making meaning where the speaker relies on all available information (background and linguistics) so that it can be understood and meaningful to the intended audience.

#### **b. Components of speaking**

Developing speaking skills is not a simple matter of simply repeating what other people have said. Instead, according to Bordonaro, developing speaking skills involves many levels of thought as follow:

- a. an awareness of register, which means a knowledge of when it is appropriate to speak informally and when it is appropriate to speak formally.
- b. an understanding of idioms, language expressions typical of a particular language that cannot be literally translated into another language.
- c. an emphasis on fluency, the ability to engage in an ongoing exchange of words despite making errors.

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<sup>13</sup> Jack C. Richards Willy A. Renandya, *Methodology in Language Teaching: An Anthology of Current Practice*, (New York: Cambridge University Press, 2002), p. 204

- d. a functional understanding of language exchanges, which refers to the appropriate use of spoken language to serve particular language functions such as giving advice, apologizing, expressing gratitude, and so on.
- e. issues of comprehension, being able to understand what others are saying
- f. comprehensibility, being able to be understood by others.<sup>14</sup>

Similar opinion stated by Richard that, speaking skills are themselves dependent on the ability to accurately perceive and produce the major phonological features of the target language, fluency in the use of the key grammatical patterns in the language, and knowledge of sufficient vocabulary to use with these patterns.

Based on the statements above, it can be concluded that there are five essentials components of speaking, namely:

a. Pronunciation

According to University of Cambridge Local Examinations Syndicate, pronunciation is the ability to produce easily comprehensible utterances.<sup>15</sup> There are 4 basic pronunciations of the main range of the teaching technique which can be invoked to assist pupils in learning pronunciation. *The first* is exposure, this approach is the principle that interaction with interlocutors can help learners determine how their language is similar to or different from the language of their speaking partner, which leads to language development. *The second* is Imitation, the students try to pronounce the word or sentence exactly as the teacher pronounced, *The third* is speech training, it is the construction of special games



and exercises which entail the use of word or sentence so as to practice particular sounds, sequences of sounds, stress-patterns, rhythm, and intonation. *The fourth* is practical phonetics which including description of the organ of speech, description of the articulation of sounds, descriptions of stress, rhythm and intonational.<sup>16</sup>

Boyer proposed several principles of approach in teaching pronunciation, namely:

- 1) Pronunciation practice should be immersed in relevant, interesting and meaningful contexts.
- 2) Hearing new sounds and patterns should precede production.
- 3) An understanding of some simple pronunciation terms (eg. vowel, syllabic, stress) will greatly facilitate learning. It is best to begin with simple concepts upon which more complex notions can be built, so the use of simple terms to talk about pronunciation is preferable to more 'scientific' terminology.
- 4) Visual cues (phonemic symbols or some other visual cue) for each sound will demonstrate the relationship between spelling and pronunciation.
- 5) Short, informative sessions are more useful for students than trying to assimilate too much information at once.<sup>17</sup>

#### b. Grammar

Grammar is the set of rules that describes how words and groups of words can be arranged to form sentences in a particular language.<sup>18</sup> This is the definition of grammar that is perhaps most useful for teachers. The grammar of English consists of all the rules that govern the formation of English sentences, and this is precisely what learners of English want to know.

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<sup>16</sup> Hans Heinrich Stern, *Issues and Options in Language Teaching*, (New York: Oxford University Press, 1992, p. 120

<sup>17</sup> Susan Boyer, *Understanding English Pronunciation : An Integrated Practice Course*. (California: Boyer Educational Resources, 2002), p. 2.

<sup>18</sup> Ron Cowan, *The Teacher's Grammar of English with Answers: A Course Book and Reference Guide*, (New York: Cambridge University Press, 2008), p. 3

Grammar is the central component of language. It mediates between the system of sounds or of written symbols, on the one hand, and the system of meaning, on the other. According to Waugh, Warner, and Waugh, grammar teaching will be most effective when it arises from the talk, reading and writing that you are already doing in the classroom.<sup>19</sup> For teachers, it is important to bear in mind seven key principles:

1. Build up your own subject knowledge. To teach grammar you need explicit as well as implicit knowledge, so that you are confident about using the correct terms and explaining these. Don't just learn the next term you are teaching. It is important to be able to relate new learning to other features and the text as a whole.
2. Give talk a high priority in your classroom. Children need to be able to select from a wardrobe of voices that includes Standard English.
3. Remember the purpose of teaching grammar. Grammar is not simply the naming of parts of speech or for teaching the rules of English. It needs to be strongly embedded in classroom talk, reading and writing
4. Teach grammar in context. By introducing children to grammatical features and language in context, you will be helping them to internalise these principles. Try not to go for the ready-made solution by using a worksheet from a book. It will make very little difference to children's use of language and will be meaningless for those learners who are not yet able to think in abstract ways.
5. Read aloud and discuss how authors use grammar. Children who read extensively and are read to will have a 'toolbox' of structures, patterns and rhythms to draw on.
6. Be systematic. Make sure you know what the class you are working with have already learned and what they need to learn now. Link new learning with their prior knowledge.
7. Make learning grammar fun. Teaching grammar can involve investigation, problem solving and language play as part of developing children's awareness of and interest in how language works.<sup>20</sup>

c. Vocabulary

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<sup>19</sup> David Waugh, Claire Warner, and Rosemary Waugh, *Teaching Grammar, Punctuation and Spelling in Primary Schools*, (London: Sage Publication, 2019), p. 17

<sup>20</sup> *Ibid*, pp. 17-19

Vocabulary is included as one components of speaking ability, which has important rules as the code use in speaking. Bull stated that Vocabulary is the collection of words that you hear and read throughout your life.<sup>21</sup> Which means that the range of the words of someone's speaking is based on his/her vocabulary. This can bring someone into limited speaking or broaden speaking based on his/her range of vocabulary.

According to Dunlap and Weisman, vocabulary development is essential for English learners' academic success. There is a strong relationship between vocabulary knowledge and academic achievement. Without adequate vocabulary knowledge, students cannot fully understand what they read, and they will have difficulty with content instruction.<sup>22</sup>

From the statement we can understand that vocabulary is center of speaking. Without a large, vocabulary it becomes very difficult for everyone to express their thoughts. Students with good vocabulary knowledge will comprehend text more easily, which leads them to more extensive reading and, in turn, greater vocabulary growth. Vocabulary development is a critically important aspect of instruction for all students and especially for English learners.

Graves proposed the following set of guidelines for vocabulary teaching as follow:

- 1) Include both definitional and contextual information. That is, give students both a definition of the words being taught, and have them work with the words in context.

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<sup>21</sup>Lisa French, *Content Area Vocabulary Strategies: Social Studies*, (Portland: Walch Publisher, 2003), p. 4

<sup>22</sup> Carmen Zuniga Dunlap, Evelyn Marino Weisman, *Helping English Language Learners Succeed: All Grades*, (California: Shell Education, 1997), p. 145

- 2) Involve students in active and deep processing of the words. Engage students in activities that lead them to consider the words' meaning, relate that meaning to information stored in memory, and work with the word in creative ways.
- 3) Provide students with multiple exposures to the word. For example, define the word, use it in a sentence, ask students to use it in a sentence, involve students in recognizing appropriate and not-so-appropriate uses of the word, and play games involving the word.
- 4) Review, rehearse, and remind students about the word in various contexts over time. Teach a word before students read a selection and ask them to note its occurrence when reading the text. After students read, discuss the word and the context in which it occurred.
- 5) Spend a significant amount of time on the word. During this time, involve students in actively grappling with the word's meaning. With words as with learning in general, time on task is crucial. The more time spent on a word, the better the chance that students will build rich and deep meanings for the word.<sup>23</sup>

d. Fluency

Fluency is a central concept in applied linguistics and language learning, According to Housen and Pierrard, fluency is speech produced at a normal rate and which is not unduly disrupted by pauses and hesitations.<sup>24</sup> This statement is in line with Boyles and Contadino who stated that fluency refers to “the rate and flow of the spoken word”.<sup>25</sup> This means fluency is based largely on the flow of continuous speech which is not unduly disrupted by pauses and hesitations.

Another opinion Fillmore as Crible quotes that there are four dimensions of fluency:

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Michael F. Graves, *The Vocabulary Book: Learning & Instruction*, (New York: Columbe College Press, 2016), pp. 69-70

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Alex Housen and Michel Pierrard, (Eds), *Investigations in Instructed Second Language Acquisition*, (Berlin: Mouton The Gruyter, 2005), p. 31

25

Nancy S. Boyles and Contadino, Darlene, *The Learning Differences Sourcebook*, (Chicago, NTC Contemporary, 1997), p. 179

(1) the “ability to talk at length with few pauses, the ability to fill time with talk”, (2) the “ability to talk in coherent, reasoned, and semantically dense sentences”, (3) the “ability to have appropriate things to say in a wide range of contexts” and (4) the “ability some people have to be creative and imaginative in their language use, to express their ideas in novel ways, to pun, to make up jokes, to attend to the sound independently of the sense, to vary styles, to create and build on metaphors, and so on”<sup>26</sup>

It means, fluency is the ability to speak a second language rapidly and continuously and without any particular effort or thought that the fluent speaker does not think about how to say what he wants to but about what he wants to say and about the reactions of his listeners.

Muller and Brown, suggested four kinds of fluency all dealing with spoken English of proficient speakers:

1. The ability to fill time with talk. This refers to the temporal aspects of speech.
2. The ability to speak in ‘coherent, reasoned, and “semantically” dense sentences’. This refers not to speed of speech, but rather to the complexity and quality of the sentences uttered.
3. The ability to have appropriate things to say in a wide variety of contexts. This definition touches on the fact that a given speaker’s fluency can vary with the situation or topic.
4. Imaginative and creative language use, as if the speaker is quickly pre-editing what they say in order to choose. This definition relates to speed, in that the speaker needs to select among alternatives rapidly enough to speak before the conversation has moved on.<sup>27</sup>

e. Comprehension

Comprehension is the study of how well students understand a language, or that helps them to improve their understanding of it, in which they read a piece of writing or listen to someone speaking, and then answer questions. Jonassen

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<sup>26</sup> Ludvine Crible, *Discourse Markers and (Dis)Fluency Forms and Functions Across Languages*, Philadelphia: John Benjamins B.V., 2018), p. 15

<sup>27</sup> Theron Muller, et all (Eds), *Exploring EFL Fluency in Asia*, (New York: Palgrave Macmillan, 2014), p. 101

Stated that comprehension refers to understanding the content of a passage.<sup>28</sup> It means that comprehension is students' ability to make their speaking can be understood easily by other students' listening or inviting to speak.

From the description above, it is understood that comprehension in speaking is an important component to be acquired by the students. Because without having comprehension the meaning of the speaking will not be understood and the students will have difficulties in speaking.

For teachers, to help students improve their comprehension Klingner, Vaughn, Boardman, suggest to assist students in activating, building, and using their background knowledge to make connections with the text and predict what they will learn before instructions. During instruction, students need to know how to monitor their understanding, use fix-up strategies to assist with comprehension, and consider linkages between the text and previous knowledge and experiences. After instruction, students should summarize the key ideas about what they have read and respond to the material in various ways.<sup>29</sup>

## **2. Teaching Speaking**

Teaching is the intentional creation and enactment of activities and experiences by one person that lead to changes in the knowledge, skills, and/or

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<sup>28</sup> David H. Jonassen, *Handbook of Research on Educational Communications and Technology*, (New Jersey, Lawrence Erlbaum, 2004), p. 967

Janette K. Klingner, Sharon Vaughn, and Alison Boardman, *Teaching Reading Comprehension to Students with Learning Difficulties*, Second Edition, (New York: The Guilford Press, 2015), p. 84.



dispositions of another person.<sup>30</sup> The definition means that learning is an intentional activity that is arranged in such a way that changes occur in students, both knowledge, attitudes and knowledge.

According to Stern, language teaching can be defined as the activities which are intended to bring about language learning.<sup>31</sup> The definition implies that teaching language is an activity that involves various aspects that should be integrated in a system, including learning approaches whether centered on students or on teachers, learning methods to be applied, materials to be delivered, media to be utilized, as well as other supported activities, such as preparation of teaching materials, classroom management, evaluation systems, and administrative provisions needed within or outside the education system.

To teach speaking effectively, teachers need to understand what speaking competence entails. Teacher also need to know how different aspects of speaking competence relate to one another. This understanding will help them plan and deliver lessons that your learners' speaking ability in a balanced and comprehensive way. According Goh and Burns, to speak well, learners must have sufficient knowledge of the language that encompasses knowledge of structure, meaning, and use and includes the following.<sup>32</sup>

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Christopher Gareis and Leslie Grant, *Teacher-Made Assessments : How to Connect Curriculum, Instruction, and Student Learning*, Second edition, (New York: Routledge, 2015), p. 1

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Hans Heinrich Stern, *Fundamental Concepts of Language Teaching*, (New York: Oxford University Press, 1983), p. 21

<sup>32</sup> Christine C.M. Goh, Anne Burns, *Teaching speaking: A Holistic Approach*, (New York: Cambridge University Press, 2012), pp. 54-56

a. Grammatical knowledge

Grammatical knowledge is fundamental to the development of any language skill. Learners need to know, for example, how verbs in English are inflected to denote tense. In addition, they need syntactic knowledge; that is, how words are strung together to express specific grammatical structures and meanings.

b. Phonological knowledge

Phonological knowledge is necessary for three levels of production: word, utterance, and discourse. First of all, language learners need to know how the sounds of the target language are pronounced and how to avoid some common problems associated with transferring sounds from their first language.

c. Lexical knowledge

Language learners' lexical knowledge develops at two levels. The first is the number of words and their meanings that learners know. In other words, this is their individual vocabulary size. Moreover, we need to make a distinction between words that learners know as part of their productive vocabulary; that is, available for use when speaking.

d. Discourse knowledge

Spoken texts are structured in various genres to serve different communicative purposes and social. As learners need to use their second language to communicate in target language contexts, it is important that they know how these purposes and contexts influence the structure of the discourse they

produce. They need to know what linguistic resources can be used for organizing and structuring stretches of speech to form coherent spoken texts that are appropriate for the setting and the participants.

The description above explain that teaching speaking physically demanding, teachers are active, moving from one part of the classroom to another. Teaching is also emotionally and cognitively demanding. A teacher makes hundreds of nontrivial decisions daily, from designing lessons, to responding to students' questions, and work on other administrative activities. In other words, teaching speaking is not as simple as people think about. It is not simply a matter of following a script on lesson plan.

Goh and Burns proposed several principles for teaching speaking:

- a. Include activities that can potentially develop learners' speaking skills for engaging critically with their academic learning and social environment.
- b. Plan activities that draw learners' attention to linguistic forms, discourse structure, and vocabulary so as to develop the learners' ability to speak accurately.
- c. Consider the teacher's role in scaffolding classroom interaction so that learners are guided progressively towards effective speaking skills.
- d. Make the classroom environment non-threatening, and encourage guided reflection or discussion to help learners monitor and eventually lower their language anxiety.
- e. Teach learners to use strategies for dealing with anxiety and improve their speaking performance.<sup>33</sup>

Based on what has been presented above, teaching speaking is a complex activity. To be successful, the teacher must be able to manage various aspects related to aspects of learning, such as learning material that fits the curriculum and student needs and is associated with the daily lives of students, utilizing

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<sup>33</sup> *ibid.* p.32

learning media and technology appropriately, and applying various teaching methods so as to create meaningful learning experiences and encourage changes in knowledge, attitudes and skills in students.

### 3. Text

Deegan and Sutherland define text as an information coded as characters or sequences of characters.<sup>34</sup> Text can be consist of only one word, if it is meaningful. Such as, “HELP”. It is consisted of one single word, but in some situation it can have full meaning. Another opinion comes from Hyland who states that text is autonomous object which can be analyzed and described independetly of particular context.<sup>35</sup> In teaching EFL there are some text that are expected to be learned by the students, such as, narrative, descriptive, report, recount. Procedure, exposition, expalination and discussion. Each text has it own generic structure and purpose. Rost states that it is important to note that the concept of a text itself is different for the spoken and written versions of any language.<sup>36</sup>

By consulting the type of text that can be taught in junior high school the writer decides to focus on descriptive text.

### 4. Descriptive Text

Descriptive text is one of most common text taught in school. Hanafi stated that Descriptive text is a text which describe how human or thing is alike.

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<sup>34</sup> Marilyn Deegan and Kathryn Sutherland (Eds), *Text Editing, Print, and The Digital World*, (London: Ashgate, 2009), p. 48

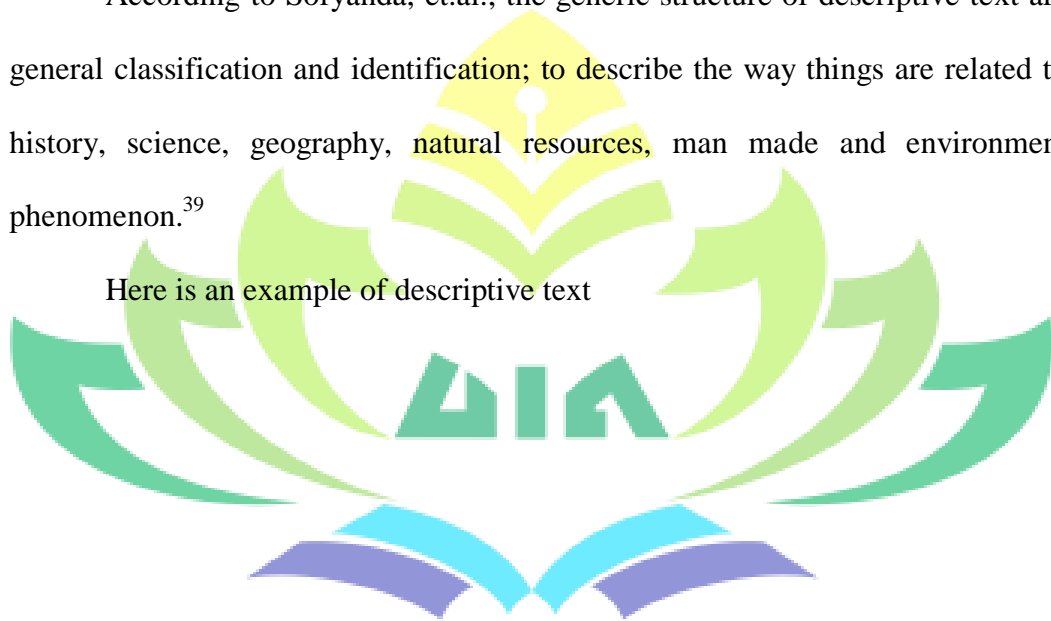
<sup>35</sup> Ken Hyland. *Genre and Second Language Writing*. (Michigan: University of Michigan, 2004), p. 6

<sup>36</sup> Michael Rost, *Teaching and Researching Listening*, 2nd ed, (London: Pearson, 2011) , p. 35

Its purpose is to describe and reveal a particular person, place, or thing. In other words, we can say that descriptive text explains the condition in detail a human or thing clearly.<sup>37</sup> Discourses and texts with a descriptive function are used to explain what something is like, to give its dimensions, its layout, its characteristic features, its uses, and so on.<sup>38</sup> Descriptive text ususally use in teaching by describing someone related or famous, pets, particular things of belonging of students. Descriptive can stand alone as a text and can be a part of any other kind of text.

According to Sofyanda, et.al., the generic structure of descriptive text are general classification and identification; to describe the way things are related to history, science, geography, natural resources, man made and environment phenomenon.<sup>39</sup>

Here is an example of descriptive text




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Hanafi, *English Text: Developing English Material*, (Jember: Pustaka Abadi, 2019), p.

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38

Howard Jackson and Peter Stockwell, *An Introduction to the Nature and Functions of Language: Second Edition*, (London: Continuum, 2011), p. 84

<sup>39</sup> Anwar Sofyanda, et.al. *Contextual English, Developing Competencies in English Use for SMP*, (Bandung: Grafindo Media Pratama, 2006), p. 125

**2** Read the descriptive text below and study its generic structures.

|                       |  |
|-----------------------|--|
| <b>Identification</b> | Giraffes are the most interesting animals I saw in the safari park last holiday. There are two giraffes there. One is male and the other is female. They are very tall. Even they are the tallest animals in the world.  |
| <b>Description</b>    | <p>The male is about 5.5 meters tall and weight about 1,360 kilograms. While the female is about 4.87 meters and its weigh is about 1,200 kilograms. Both of them have horns, although the horns of a female are smaller and shorter.</p> <p>The giraffes have spots covering their entire bodies, except the underbellies. They have long neck. The male's neck will continue to increase throughout its twenty-plus years of life. They use the necks to browse the leaves of trees. Besides, the male uses the long neck for combat and competition. Each of the giraffe can eat 63 kilograms of leaves and twigs daily.</p> <p>The giraffes defend themselves againts threats by kicking with great force. A single-placed kick of an adult giraffe can shatter a lion's skull or break its spine.</p> |

Source: Mulyono, English Way 2 SMP Grade VIII, (Bekasi: Quadra, 2006).<sup>40</sup>

## **5. Educational Media**

### **a. Concept of Educational Media**

According to Smaldino, et.al., media, the plural of medium, are means of communication. Derived from the Latin medium ("between"), the term refers to anything that carries information between a source and a receiver.<sup>41</sup> Smaldino, et.al explain, if those messages contain information with an instructional purpose,

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Mulyono, *English Way 2 SMP Grade VIII*, (Bekasi: Quadra, 2006), p. 22

<sup>41</sup> Sharon E. Smaldino, et. al. , *Instructional Technology and Media for Learning*, Eleventh Edition. (Boston: Pearson: 2015), p. 4



they are considered educational media. a similar definition was stated by Newby, et.al, that media are channels of communication that carry messages and means by which information can be delivered to the learner (e.g., text, visuals, audio, video, multimedia).<sup>42</sup>

Based on definitions above, educational media is anything that can be used to transmit messages (study materials). It includes all resources necessary to communicate with the learner such as photographic or in electronically to capture, process and reconstruct the visual or verbal information. The purpose of instructional media is to facilitate students' achievement of instructional objectives.

Since much of learning is based on narratives, educational media play an important role to bring learning experiences to engage students in learning. According to Newby, et.al educational media for teachers and learners can be used to:

- 1) present materials in a manner learners can readily assimilate (e.g., a video can clearly illustrate how cells divide in the early stages of reproduction)
- 2) deliver materials independently of the teacher, thus allowing students some control over how much of the material they will experience and when (e.g., students can rewind or fast-forward portions of a video or audiotape to match their own learning needs)
- 3) allow learners to experience materials through various senses (e.g., seeing projected visuals, reading textual materials, hearing a verbal description of the same content)
- 4) provide learners with repeated and varied experiences with subject matter to help them construct their own understanding and meaning
- 5) gain and maintain learners' attention on the subject matter
- 6) motivate students toward a goal
- 7) present information in a manner that individual learners otherwise could not experience (e.g., events can be speeded up or slowed down, objects

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<sup>42</sup> Timothy J. Newby, et.al. *Educational Technology for Teaching and Learning*, Fourth Edition, (Boston: Pearson: 2011), p. 120

- can be decreased in size [e.g., the universe] or increased in size [e.g., an atom])
- 8) accommodate varying sizes of audiences.<sup>43</sup>

The statement above explains that instructional media serve a variety of roles to help students learn. Media can provide simulated experiences. For example, students do not have to go to a zoo to “elephant” it. Students can see what a new invention looks like, not just hear or read a verbal description of it. Media also can increase student interest and motivation to learn. In addition, media may positively influence the “economics” (speed and cost)

Laurillard as Chan, et al. quoted believes that educational media can support four essential forms of activities, which she characterizes as discursive, adaptive, interactive and reflective. She presents the following functional classification of media:

- 1) Narrative media refer to linear presentational media that are non-interactive and non-computer based, such as print, audiocassette, television or film, and digital disc.
- 2) interactive media, refers to computer-based presentational media which allow users to navigate and select content.
- 3) Adaptive media are such computer based media that can change their state in response to the user's actions.
- 4) Communicative media serve the purpose of enabling discourse, that is, bringing people together to discuss and interact through text/graphics, audio, video or any combinations of these three modes.
- 5) productive media which enable learners to harness the productive capability of electronic media to build something or author their own contributions.<sup>44</sup>

Based on the description above, there are various types of learning media that can be used by teachers to improve student learning outcomes. in this study,

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<sup>43</sup> *Ibid*, p. 16

<sup>44</sup> Wai Meng Chan, et al. *Media in Foreign Language Teaching and Learning*, (Boston: De Gruyter, 2011), p. 4

researchers will try out two types of learning media to improve students' speaking skills through experimental research, namely digital portfolios.).

## **6. Digital Porfolios**

### **a. Concept of Digital Porfolios**

The concept of the student portfolio has been widely known and implemented for some time in academic fields such as English, journalism, and communications. It is used to provide students and teachers with a method for displaying and judging evidence of best practice and samples of the full range of students' understanding and learning experiences.

The use of digital portfolios is not a new concept, it is one of the uses of technology to assist in teaching and learning to give teachers the ability to facilitate some class activities. Both teachers and students can improve in their work by incorporating digital tools.

Within education settings, digital portfolios or electronic portfolios can be defined as digitized collections of student work and reflections. These could be assembled in websites, electronic learning environments, or copied onto recorded media such as CD-ROM, DVDs. In some cases there will be use of tailor-made e-portfolio software.<sup>45</sup> Similiar definition stated by Renwick that digital portfolio is dynamic, digital collections of information from many sources, in many forms,

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<sup>45</sup> Lorraine Stefani, Robin Mason, and Chris Pegler, *The Educational Potential of E-portfolios: Supporting Personal Development and Reflective Learning*, (New York: Routledge, 2007), p. 17

and with many purposes that better represent a student's understanding and learning experiences.<sup>46</sup>

The collection of work in a portfolio can do two things: it can show that a student has met standards and show who the student is as an individual learner.<sup>47</sup>

According to Salend there are several different types of portfolios. The different types of portfolios are as follows:

1. Showcase portfolios, which present the best work done by your students
2. Cumulative portfolios, which document changes in your students' learning over time
3. Goal-based portfolios, which contain items that are linked to specific goals established for individual students.
4. Process portfolios, which focus on the learning styles and strategies your students use to learn.<sup>48</sup>

Based on definitions above, through digital portfolios, learners can document their current understandings. These portfolios often take the form of digital portfolios, which contain video and audio recordings of students performing various activities related to alternate achievement standards. They can make revisions as their thinking changes and their skill levels grow. The most important is that the students understand what mastery looks like, how they will show what they know and can do, and why the work they are doing.

In this study, the type of e-portfolio used is the e-portfolio process which focuses on explaining the student learning process starting from planning,

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<sup>46</sup> Matt Renwick, *op.cit*, p. 2

<sup>47</sup> Heidi Hayes Jacobs, *Curriculum 21: Essential Education for a Changing World*, (Virginia, ASCD, 2010), p. 154

<sup>48</sup> Spencer J. Salend, *Classroom Testing and Assessment for All Students: Beyond Standardization*, (California, Corwin, 2009), p. 136

implementing, and evaluating the process and results of the portfolio product made.

#### **b. Procedure of Teaching Speaking through Digital Portfolio**

In implementing of digital portfolios as tool of teaching speaking, Joint Information Systems Committee (JISC) proposes the following guidelines that teachers and students can use to create portfolios:

Step 1: Define, at this stage, the teacher and students establish individualized goals for their portfolio and topic to be learned.

Step 2: Understand, at this stage, the teacher explains the material to be practiced by students and the requirements that students require from the e-portfolio initiative.

Step 3: Prepare, at this stage, the teacher prepares students with the knowledge and skills required to create an e-portfolio product that has been established.

Step 4: Engage, at this stage, the teacher encourages students to be actively involved to practice speaking skills which will be documented in the form of e-portfolios.

Step 5: Implement, at this stage, students both individually and in pairs create the e-portfolio product from what they have previously practiced and record them in the form of video products.

Step 6: Review, at this stage the teacher and students review the portfolio products that have been made. Teacher can examine the item and reflect on what it shows about students' learning as well as the process and result.<sup>49</sup>

Based on the explanation above, teaching by using a portfolio starting with the teacher and students establish individualized goals for their portfolio and topic to be learned. The next stage, the teacher explains the material to be practiced by students, and preparing students with the knowledge and skills required to create an e-portfolio product that has been established. The fourth step is encouraging students to be actively involved to practice speaking skills which will be documented in the form of e-portfolios. The fifth stage is creating the e-portfolio product from what students have previously practiced and record them in the form of audio or video products. The final stages, teacher and students review the portfolio products that have been made. Teacher can examine the item and reflect on what it shows about students' learning as well as the process and result. The use of video is to utilize technology instruments as a medium of learning aids that support learning to accelerate and expand learners' knowledge and information. Technology is also considered as a discipline that should be mastered by students as a provision in the learning process and life. For this reason, teachers can integrate technology in planning, implementing, developing, and evaluating learning.<sup>50</sup>

### **c. The Advantages of Digital Portfolios**

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<sup>49</sup> Norbert Pachler and Caroline Daly, *Key Issues in E-learning : Research and Practice*, (New York: Continuum, 2011), p. 125

<sup>50</sup> Munir, *Pembelajaran Digital*, (Bandung: Penerbit Alfabeta, 2017), p.99

Overall, a digital portfolio has both advantages and disadvantages. Here are some of the advantages digital portfolio according to some researchers:

- 1) Digital portfolios are easily accessible and portable. They are convenient for students.
- 2) Digital portfolios are easily revised over time.
- 3) They show others that student know how to manage and use technology.
- 4) Digital portfolios can include videos elements.<sup>51</sup>
- 5) Electronic portfolios foster active learning.
- 6) Electronic portfolios motivate students.
- 7) Electronic portfolios are instruments of feedback.
- 8) Electronic portfolios are instruments of discussion on student performance.
- 9) Electronic portfolios exhibit "benchmark" performance. Electronic portfolios are accessible.
- 10) Electronic portfolios can store multiple media.
- 11) Electronic portfolios are easy to upgrade.
- 12) Electronic portfolios allow cross-referencing of student work.<sup>52</sup>
- 13) Portfolios are rich, contextual, highly personalized documentaries of one's learning journey. They contain purposefully organized

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<sup>51</sup> Sherri Gordon, *How to Create Digital Portfolios to Develop Communication Skills*, (New York: The Rosen Publishing, 2018), p. 10

<sup>52</sup> John Zubizarreta, *The Learning Portfolio: Reflective Practice for Improving Student Learning*, (San Fransisco: Wiley, 2009), p. 58



documentation that clearly demonstrates specific knowledge, skills, dispositions and accomplishments achieved over time.

- 14) Portfolios represent connections made between actions and beliefs, thinking and doing, and evidence and criteria.
- 15) They are a medium for reflection through which the builder constructs meaning, makes the learning process transparent and learning visible, crystallizes insights, and anticipates future direction.<sup>53</sup>

The explanation above illustrates that digital portfolios can improve student learning motivation, encourage active learning, improve technological skills and is useful as a medium of reflection for students and teachers. Other advantages, the portfolio is easy to use, store and access, rich, contextual, highly personalized documentaries of one's learning journey, and represent connections made between actions and beliefs, thinking and doing, and evidence and criteria.

#### **d. The Disadvantages of Digital Portfolios**

Besides, has some disadvantages, digital portfolios also has some disadvantages as follow:

- 1) They increase the size of audience because they are can only be run with certain equipment.
- 2) Developing and maintaining a digital portfolio can be time-consuming.
- 3) Some people may be tempted to copy or steal your ideas and your work.

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<sup>53</sup> Marianne Jones and Marilyn Shelton, *Developing Your Portfolio - Enhancing Your Learning and Showing Your Stuff: A Guide for the Early Childhood Student or Professional*, (New York: Routledge, 2011), pp. 21-22

- 4) Not everyone will actually take the time to view your portfolio.<sup>54</sup>
- 5) Ensuring availability and accessibility of hardware and software used to capture and store portfolios
- 6) Inability of some individuals and institutions to provide adequate disk storage and backup capabilities
- 7) Difficult to establish commonalities due to the diverse nature of participants and different focuses and uses
- 8) Confusing for those with limited understanding of the process and futile without the support and direction of knowledgeable teacher.<sup>55</sup>

Based on the digital weaknesses of the portfolio, researcher suggest that before being applied to learning, the teacher teaches students how to make a portfolio, communicate with parents to get involved in the production of portfolios, and provide adequate storage media to store all students work. In addition, all students' portfolio product can be shared with there parents as evidence of their learning.

## **7. Visual Media**

### **a. Concept of Visual Media**

Visual media refers to a device (e.g., a picture, image, chart, map, gesture, or model) that students can look at and that is used to make learning easier to understand.<sup>56</sup> A similiar definion was stated by Newby

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<sup>54</sup> Sherri Gordon, *op.cit*, p. 11

<sup>55</sup> Robert L. Wyatt III and Sandra Looper, *So You Have to Have a Portfolio: A Teacher's Guide to Preparation and Presentation*, (California: Corwin, 2004), p. 108

<sup>56</sup> Nan Li, *A Book For Every Teacher: Teaching English Language Learners*, (Charlotte, North Carolina: Information Age Publishing, 2015), p. 52

that visual media are two-dimensional materials designed to communicate a message to students. They usually include verbal (text or word) elements as well as graphic (picture or picture-like) elements.<sup>57</sup>

Based on definitions above, visual media is the delivery of messages or information technically and creatively which displays images, graphics and procedures, so that the recipient of the message and ideas can be accepted by the learners. According to Li, using visual media can help students visualize information and convey an idea in a vivid way for ELLs and all students, especially for those English language Learners (ELLs) who have language barriers to understanding the concepts. When using visual aids in classrooms, teachers not only provide supplementary information to students, but the visual aids show visual images that allow students to connect a topic to what it looks like and increase students' interest.<sup>58</sup> It can be understood that using pictures and images is a powerful way enhance students' motivation. This is because pictures and images can help students to understand information that is conveyed more easily. Teachers can use pictures, images, or real objects to help students understand the concepts.

Several types of visuals are used in teaching and learning. Newby, et.al look at three types of visual media, as follow:

- a. Printed visuals. Include drawings, charts, graphs, posters, and cartoons. Sources of visuals include text-books, reference materials,

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<sup>57</sup> Timothy Newby, et.al., *op.cit.* p. 121

<sup>58</sup> Nan Li, *op.cit.*

newspapers, and periodicals, as well as those created by teachers or students.

- b. Projected visuals. Include overhead transparencies and computer presentation software such as Microsoft's PowerPoint. Overhead transparencies are widely
- c. Displayed visuals There are many surfaces in the classroom on which to display visual materials, including whiteboards, multi purpose boards, and bulletin boards. The most common medium in the classroom is the whiteboard.

In this study, researcher use printed visuals/drawing, because it can serve a multitude of purposes in the classroom. They can make abstract ideas more concrete, motivate students, help direct their attention to important concepts, assist in recalling prior learning, and, most importantly, reduce the effort required to learn.

#### **b. Procedure of Teaching Speaking by Using Visual Media (Drawing)**

The following is the procedure of teaching speaking by using visual media/ drawing:

- a. Select a picture.
- b. Ask students to identify what they see in the picture.
- c. Label the picture parts identified. (Draw a line from the identified object or area, say the word, write the word; ask students to spell the word aloud and then to pronounce it.)
- d. Read and review the picture word chart aloud.

- e. Ask students to read the words (using the lines on the chart if necessary) and to classify the words into a variety of groups. Identify common concepts (e.g., beginning consonants, rhyming words) to emphasize with the whole class.
- f. Read and review the picture word chart.
- g. Add words, if desired, to the picture word chart and to the word banks.
- h. Lead students into creating a title for the picture word chart. Ask students to think about the information on the chart and what they want to say about it.
- i. Ask students to generate a sentence, sentences, or a paragraph about the picture word chart. Ask students to classify sentences; model putting the sentences into a good paragraph.
- j. Ask students to practice with their peers in pair.<sup>59</sup>

Based on the explanation above learning with visual media starts by creating a group of 6-8 students and ask them to make circle. The teachers shares pictures to each group. The teacher asks students to read the word on the picture. The teacher asks students to add words to the word bank. The teacher asks students to think about the information on the chart. The teacher Asks students to generate a sentence, sentences, or a paragraph about the picture. The teacher Asks students to practice with their peers in pairs.

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<sup>59</sup> Emily F. Calhoun, *Teaching Beginning Reading and Writing with The Picture Word Inductive Model*, (Alexandria: ASCD, 1999), p. 23

### c. Advantages of Visual Media (Drawing)

Here are some advantages of using visual media (Drawing):

- 1) Readily available. Visuals are pervasive. They are in textbooks, computer programs, and most instructional materials.
- 2) Range of materials. Visuals cover the complete range of curriculum areas and grade levels,
- 3) Ease of preparation. You can easily prepare your own visuals and visual displays
- 4) Inexpensive. Visuals are available at little cost. Many are free.
- 5) Simplification of complex ideas. Visuals help to simplify even the most complex content and relationships. As the old adage goes, "A picture is worth a thousand words!"
- 6) Ease of use. Visuals are very easy to use. Even young children can effectively use them for presentation of ideas.
- 7) Interactivity. Visuals are ideal for "what if" displays of spreadsheet data or brainstorming activities using such software as Inspiration. This becomes an interactive medium when viewers' decisions or ideas are fed into the program and the outcome is displayed on the screen.
- 8) All students have equal view. Visuals permit everyone to have an equal opportunity to easily view the same material at the same time.<sup>60</sup>

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<sup>60</sup> Smaldino, *op.cit*, p. 194

The explanation above illustrates that the use of visual media in teaching can help students visualize information. This is because pictures and images can help students to understand information that is conveyed more easily. In addition, visual media are readily available, simplification of complex ideas, and ease of use.

#### **d. Disadvantages of Visual Media**

There are also some disadvantages that Visual Media have:

- 1) Two-dimensional. Visuals are two dimensional and show only one view of the object or scene. Using multiple views or software that provides a three-dimensional perspective to images can compensate for this limitation.
- 2) Too many words on one visual. Some people put too many words on one visual. Limit the number of words on each.
- 3) Bulky hardware. Visual displays often require a large monitor, which is bulky, heavy, and cumbersome to move without a cart, or a digital projector, which requires a computer and a screen on which to project. You cannot use projected digital displays without a monitor or digital projector.
- 4) Expense. Although prices steadily decrease, many teachers may not have the funds to purchase high-quality digital cameras, scanners, and projectors. Lower-priced equipment may lack the capability to meet your instructional needs.<sup>61</sup>

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<sup>61</sup> *Ibid*, p. 195



As an effort to cope those disadvantages of visual media, teachers better enriching the use of visual media with real media, limiting the number of words on each, using tools that are simpler and easier to obtain, and using available materials.

## **B. Relevance of Studies**

Review of the previous study is made in order to avoid replication. The first is a study conducted by Khampusaen and Lao-un entitled “Using Electronic Portfolio to Promote English Speaking Ability of EFL Undergraduate Students”. This quasi-experimental design implemented the use of e-portfolio to study its effect on the English speaking ability of the 44 Thai EFL nursing students. Throughout the semester, the participants videotaped themselves while completing the four speaking tasks. This study also collected the learners’ opinions towards the use of e-portfolio. The results suggested the effectiveness of the tool on improving speaking ability, learner autonomy and media literacy skills. In addition, the interview results revealed positive opinions towards the e-portfolio.<sup>62</sup>

The Second is study conducted by Yastibas and Cepik entitled “Teachers’ attitudes toward the use of e-portfolios in speaking classes in English language teaching and learning”. The study aims to find out the attitudes and perceptions of teachers toward implementing the use of e-portfolios in speaking classes. Based on a semi-structured interviews The teachers generally think that e-portfolios are a

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<sup>62</sup> Lao-un, Jiraporn, and Dararat Khampusaen. "Using Electronic Portfolio to Promote English Speaking Ability of EFL Undergraduate Students." *Proceedings of 14th International Conference on Humanities and Social Sciences 2018 (IC-HUSO 2018)* 22nd-23rd November 2018,

good way to encourage the use of the target language outside the classroom. They claim that students improve their self- assessment, self-reflection and language skills. In addition, students can improve their social skills by collaborating and interacting with their friends, and take risks in their learning by participating actively and taking responsibility for their learning. According to teachers, students have a chance to use the target language in real-life situations by making connections with what they learn in the classroom and how they can use their learning in real world. Students can display their works to others, which helps them to be motivated and build self-confidence as well. The teachers' responses indicate that e-portfolios help them to follow their students' progress, to identify their strengths and weaknesses, and to give feedback about their weaknesses to students individually.<sup>63</sup>

And the last is study conducted by Demirel and Duman entitled "The use of portfolio in English language teaching and its effects on achievement and attitude". This study focused on determining the effects of portfolio on learning products on eighth grade students in foreign language learning. The researcher used The pre-test-post-test experimental design with a control group. Two groups were randomly formed as an experiment and control group in this experimental study which lasted twelve weeks. At the end of the research, the study revealed that portfolio had positive effects on students' achievement, but it had no effect on attitudes towards English. Additionally, it had positive effects on writing, listening and reading skills but no effect on speaking skills. The analysis of the

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<sup>63</sup> Yastibas, Ahmet Erdost, and Saban Cepik. "Teachers' attitudes toward the use of e-portfolios in speaking classes in English language teaching and learning." *Procedia-Social and Behavioral Sciences* 176 (2015): 514-525.

open-ended questions revealed that students liked the portfolio application and they had positive attitudes towards learning English in general. On the other hand, the interview with the students made it clear that students like portfolio activities.<sup>64</sup>

### **G. The Frame of Thinking**

As we know that speaking is purposely taught to learners in EFL courses since it is one of important skills in language learning. Speaking is one form of oral communication which can be used to express one's ideas or opinions. With speaking skill, someone can be able to say or tell what idea he/she wants to deliver in order to communicate with others. Speaking is a process where there has to be at least two people involved, one of them becomes the speaker and the other one becomes the listener of the expressed ideas, feeling, situation and thought by using spoken language.

From previous explanation, the writer's assumption is that digital portfolio which is used to help students' to improve their speaking skill. Having a digital portfolio helps students to brand themselves based on the skills that they have mastered. At the very least, having a digital portfolio is a starting point for telling monologues or talking with people using certain themes that makes them interested in the same field or can contribute to sharing knowledge.. Digital portfolios allow students for practicing digital citizenship, provide authentic connections outside the classroom, show understanding etc. Portfolios also help

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<sup>64</sup> Demirel, Melek, and Hatice Duman. "The use of portfolio in English language teaching and its effects on achievement and attitude." *Procedia-Social and Behavioral Sciences* 191 (2015): 2634-2640.

students develop a sense of belonging and to own their learning. The most important value of a digital portfolio is the intrinsic boost to a student's self-confidence. They can clearly see their own accomplishments. That self-confidence is a key to the student's future success.

By capturing student learning progress and performance, using digital tools, we can bring learning to life. Academic growth is represented by the work they have produced at any given point in time, collected in progress portfolios. We can show students, through audio or video, where they are in their learning progression and help them become more self-aware of current reality. This understanding can lead to improved performance when they are ready.

## **H. Hypothesis**

Based on theories and writer's assumption above, the proposed hypothesis are as follows :

$H_a$ : There is significant influence in utilizing digital portfolios towards students' speaking ability at the first semester of the eighth grade of SMPN 2 Abung Tengah in the academic year of 2019/2020

$H_0$ : There is no significant influence in utilizing digital portfolios towards students' speaking ability at the first semester of the eighth grade of SMPN 2 Abung Tengah in the academic year of 2019/2020.

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